Ministry of Education
Fayoum Governorate
Sennoris Educational Directorate
Dr.Lotfi Solieman Prep. School For Girls
English Department

English Language

Preparation Notebook

2025

Preparatory 1

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Classes : 1 A / 1 B.

Prepared by :
Mr. Ashraf Mahmoud

..... Governorate
..... Directorate

English preparation notebook

Personal information

Teachers name:

Year : 2023- 2024

Adress :

classes :

School :

Mobile :

Date of birth :

Email:

Second year prep 2025									
Day	class	1st	2nd	3rd	4th	5th	6th	7th	8th
	From To	From To	From To	From To	From To	From To	From To	From To	From To
Sun.	class								
Mon.	class								
Tues.	class								
Wed.	class								
Thurs.	class								

Objectives of Teaching English as a Foreign Language in the Preparatory Stage

*** General Aims:**

1.a : To acquire and develop the four language skills integratively.

1.b : To help the students communicate in English within the limited scope of the number of hours allocated to the course.

1.c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

*** Specific Aims:**

2.a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.

2.b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

*** The Four Skills:**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

3.a : Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.
- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

3.b : Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

3.c : Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

3.d : Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

Teacher's signature, Supervisor's signature, Principal's signature,

A map of learning Outcomes

SECOND TERM

PREP 1

Content	Objectives		Grammar	Strategies	*Life skills*	*Assessment* task
	Listening\speaking	Reading\writing				
Unit 7 **Helping each other to learn**	*Listening A conversation about learning something new.* *Speaking*: Talking about learning.	*Reading: Forum posts about learning in an eco-friendly way, and facts and opinions about how the brain works* *Writing: A reflective journal entry.*	*- Wh- object question forms in the present and the past* - Defining relative clauses: who، which, that, where، when, whose	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Critical thinking: Understanding the difference between facts and opinions*	*Oral Exercises written exercises observation* *Task: Writing a blog post for students learning vocabulary*
Unit 8 **New life in old cities**	*Listening: A conversation about issues affecting cities and towns؛* *A conversation about how a street market has changed over 25years:* *Speaking: Discussing a solution for a problem in your town or city*	*Reading: An article about the importance of city planning; blog posts about helping out at different places; a story about twins helping their community* *Writing: A reflective journal entry on the impact of your town or city on the environment*	*The past simple and the past continuous; the past continuous with when and while*	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Collaboration: developing creative ideas as a team*	*Oral Exercises written exercises observation* *Task: Presenting solutions to problems as a group*
Unit 9 **Plans with friends**	Listening A conversation about making arrangements Speaking: Planning activities with friends	Reading Scanning a text message about making arrangements and a summary of a story about friendship Writing: Tips on staying in touch with a friend: will and going to	Future forms: will and going to; present continuous for future arrangements	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Digital literacy: Understanding how social media can be used positively to promote a good cause*	*Oral Exercises written exercises observation* *Task: Writing a social media post to promote a good cause*
Review C	*To review and practice the vocabulary and structures On units 7 – 9*					
Unit 10 **The online generation**	Listening: Instructions for evaluating pros and cons Speaking: Talking about pros and cons	Reading: Blog posts bout screen time; an article about AI؛ a short story about girls with a disability Writing: A reflective journal about digital habits; Using adjectives to make writing more interesting; Using visual input as a prompt for writing	Using the zero and first conditionals, including common Mistakes	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Critical thinking: Using a chart of pros and cons to help make a decision*	*Oral Exercises written exercises observation* *Task: Presenting a chart on the pros and cons of a digital idea*
Unit 11 ***Clean transportation***	Listening: Announcements at train and bus stations Speaking: Giving directions	Reading: A text about clean transportation; a summary of Around the World in Eighty Days Writing: Tips about using clean transportation	The present simple for timetables; prepositions of time, place, and movement	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Communication: effectively giving or asking for directions concisely and clearly*	*Oral Exercises written exercises observation* *Task: Drawing a diagram of a route based on listening to directions*
Unit 12 ***Sustainable tourism***	Listening: A description of a young person's staycation Speaking: Discussing ways to make tourism better for the planet	Reading: Online reviews about vacations; An article about tourism and the planet; A report about rural homestays; A story about an unusual vacation Writing: Sustainability tips for tourists visiting your region	Verbs followed by gerund or to + infinitive form with different Meanings	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	*Critical thinking: Showing awareness of sustainable tourism*	*Oral Exercises written exercises observation* *Task: Plan, design and present a proposal for a sustainable resort in Egypt*
Review D	*To review and practice the vocabulary and structures On units 10 – 12*					

Teacher's signature *Senior teacher's signature* *Headmaster's signature* *Supervisor's signature*

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lesson : 1** **SB page : 4- 5**

Total Time : ….. **ms.**

Aims: By the end of this unit, students will be able to:

* Reading : Forum posts about learning in an eco-friendly way, and facts and opinions about how the brain works.
* Writing : A re ective journal entry.
* Listening: A conversation about learning something new.
* Speaking: Talking about learning.

Objectives: By the end of this lesson, students will be able to:

- Learn vocabulary for talking about learning.
- Read and understand two forum posts about learning.
- Compare the content of two texts.
- Write about how you learn or remember something new.

Teaching strategies: Discussion –Brainstorming – Co-operative groups- pair work.

Values / Life skills : Critical thinking and respect.

Teaching resources/ aids : SB , audio files and flash cards for studying tips.

Review : Did you enjoy your mid-year holiday ? What did you do ?

Warm Up : Tell me three activities you did last mid-year holiday. **Time:….. ms**

Presentation

New Vocabulary : highlight, practice a presentation, underline. **Time:…..ms**

Skills : Asking for and giving advice about learning.

Practice

Time: ….. ms.

SB Ex 1 : Look at the pictures. Read and listen to the words.

SB Ex 2 : Complete the sentences with the words from Exercise 1.

SB Ex 3 : Read and listen to the two posts from a student forum about learning.In which post does a student...

SB Ex 4 : Read the posts again. Answer the questions.

SB Ex 5 : Read the *Reading skills* box and then answer the questions. Which writer …

Feed back and consolidation : Mention the activities you did last mid-year holiday.

Home Assignment: Write a paragraph about your " Studying and the environment ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lesson : 2** **SB page : 6- 7**

Total Time : ….. **ms.**

Objectives: By the end of this lesson, students will be able to:

- Read and understand an article about ways to learn in an environmentally friendly way.
- Review Wh- object question forms in the present and the past.

Teaching strategies: Brainstorming – Co-operative groups - discussion.

Values / Life skills : Respect and co-operation.

Teaching resources/ aids : SB , audio files and flash cards for studying.

Review : What does Amr do to remember that dessert has two 's' letters not one?

Warm Up : When do you study? What do you use when you study? **Time:….. ms**

Presentation

New Vocabulary : trick - tricky – reduce – natural sunlight – device. **Time:…..ms**

New Structure : Wh object question forms in the present and the past.

Time:….. ms

- Where do you usually study?
- What did you read last week?
- What did you studied yesterday?

Skills : Learning in an environmentally friendly way Article

Practice

Time: ….. ms.

SB Ex 1 : Work in pairs. Discuss these questions.

SB Ex 2 : Read and listen to the article. Match the topics to the paragraphs.

SB Ex 3 : Read the article again and answer the questions.

SB Ex 4 : Read the *Language box* and choose the correct answer to complete the examples.

SB Ex 5 : Write questions for these answers.

SB Ex 6 : Are these questions correct or incorrect? Correct the ones that are wrong.

Feed back and consolidation : Why is it good to study during the day?

Home Assignment: Write a paragraph about " Tips for learning ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lesson : 3** **SB page : 8-9**

Total Time : ….. ms.

Objectives: By the end of these lessons, students will be able to:

- Use vocabulary to talk about the brain.
- Read an article about facts and opinions.
- Critical thinking: understand the difference between facts and opinions.

Teaching strategies: problem solving skill - Brainstorming

Values / Life skills : Critical thinking: Understanding the difference between facts and opinions.

Teaching resources/ aids : SB, audio files and flash cards for the brain.

Review : What tips for learning do you know ?

Warm Up : - What makes it easier for everyone to learn? **Time:… ms**
- What facts do you know about the human brain?

Presentation

New Vocabulary : brain- explain - cell – sperm whale - active. **Time:…. ms**

Skills : The truth about the brain.

Practice

Time: ….. ms.

SB Ex 1 : Work in pairs. Read these statements about the brain. Which ones do you think are true *(T)* and which ones do you think are false *(F)*?

SB Ex 2 : Listen and check your ideas for Exercise 1.

SB Ex 3 : Work in pairs. Look at the pictures and discuss the questions.

SB Ex 4 : Read and listen to the article about the brain, then underline these numbers. What do these numbers mean?

SB Ex 5 : Match the bold words in the reading text to the defnitions (1–5)..

SB Ex 6 : Read the *Life skills* box. Then work in pairs.Discuss what tells you if a statement is a fact or an opinion.

Feed back and consolidation : - We only use about 10% of our brain. ***T / F***
- A sperm whale's brain is bigger than a person's brain. ***T / F***

Home Assignment: Write a blog post with tips for students learning new vocabulary.

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lessons : 4** **SB page : 10-11**

Total Time : ..... ms.

Objectives: By the end of these lessons, students will be able to:

- Use which, who, and that in defining relative clauses.
- Listen and understand a conversation about learning something new.

Teaching strategies: Discussion –Brainstorming.

Values / Life skills : Respect and co-operation.

Teaching resources/ aids : SB, audio files and flash cards.

Review : - What facts do you know about the human brain?

Warm Up : In pairs. Look at the photograph. What do you think is happening? **Time:.... ms**

Presentation

New Structure : Defning relative clauses: who,which, that, where, when, whose

Time:... ms

- That's the boy ***whose*** father is a teacher at the school.
- This is the shop ***where*** I buy all my notebooks.
- This is the website ***which*** explains grammar rules clearly.
- Students , ***who*** study every day , usually get better grades.

Skills : A conversation about learning new things.

Practice

Time: 27 ms.

SB Ex 1 : Work in pairs. Look at the photograph. What do you think is happening?

SB Ex 2 : Listen to the conversation and check your ideas for Exercise 1.

SB Ex 3 : Listen again and answer the questions.

SB Ex 4 : Listen to the second part of the conversation. Are these sentences true (T) or false (F)?

SB Ex 5 : Choose the correct relative pronoun to complete the sentences from the conversation between Karim and his grandfather.

SB Ex 6 : Listen to both parts of the conversation again and check your answers to Exercise 5.

Feed back and consolidation : Do you remember any words ***that*** you learned before?

Home Assignment: Write a paragraph about an ancient building in Egypt.

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lessons : 5** **SB page : 12- 13**

Total Time :..... ms.

Objectives: By the end of these lessons, students will be able to:

- Read and understand a re ective journal entry about a girl and her grandmother's African traditions
- Predict the topic of a text from a photo

Teaching strategies: Brainstorming – Co-operative learning.

Values / Life skills : Respect and Critical thinking

Teaching resources/ aids : SB , audio files and flash cards for Hana Goda.

Review : - Why is Karim the best person to help ?

Warm Up : Does anyone in your family teach you how to make something new? **Time:...ms**

Presentation

New Vocabulary : annoying – rhythm – represent – patience – traditions **Time:.... ms**

Skills : Predict the topic of a text from a photo.

Practice

Time: .... ms.

SB Ex 1 : Work in pairs. Discuss the questions.

SB Ex 2 : Look at the pictures. What do you think you will read about in Aida's re ective journal entry?

SB Ex 3 : Read and listen to Aida's re ective journal entry and check your answer to Exercise 2.

SB Ex 4 : Match the words (1–6) to their defnitions (a–f)

SB Ex 5 : Read the story again and answer these questions.

SB Ex 5 : Read again and check ( ) the moral of the story.

Feed back and consolidation : How important is it to learn about traditions and your culture from arts and crafts?

Home Assignment: Write a story in your culture about learning something from a friend or older person in the family?

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

Helping each other to learn

Unit : 7 **Lessons : 6** **SB page : 14- 15**

Total Time :.... ms.

Objectives: By the end of these lessons, students will be able to:

- Use a mind map to make notes and organize ideas
- Write a re ective journal entry about something you recently learned

Teaching strategies: Brainstorming – pair work - .

Values / Life skills : Respect and Critical thinking..

Teaching resources/ aids : SB , audio files – a flash card of a journal entry.

Review : Do you think it's important to learn about traditions in your culture? Why or why not?

Warm Up : Look at the photograph.What do you think the journal entry is about? **Time:... ms**

Presentation

New Vocabulary : pedal – journal entry – get back up – keep . **Time:..... ms**

New Structure : **Time:.... ms**

Some useful phrases you can use in a re ective journal include:

Today, I ... I learned ... I felt proud when ... Next time, I want to ...

Skills : Using a mind map to think of ideas

Practice

Time: ..... ms.

SB Ex 1 : Look at the photograph. What do you think the journal entry is about?

SB Ex 2 : Read Eyad's journal entry and check your idea for Exercise 1.

SB Ex 3 : Look at the mind map Eyad made. Cross out the information he didn't include in his journal entry.

SB Ex 4 : Look at Eyad's re ective journal entry again. In which paragraph does he:

SB Ex 5 : Think of something new you recently learned. Make a mind map in your notebook using the same headings / categories as Eyad did in his mind map in Exercise 3.

Feed back and consolidation: Think of something new you recently learned. Make a mind map in your notebook using the same headings / categories as Eyad did in his mind map

Home Assignment: Write a re ective journal entry about something you learned to do.

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lesson : 1** **SB page : 16-17**

Total Time : ….. **ms.**

Aims: By the end of this unit, students will be able to:

Reading: An article about the importance of city planning; blog posts about helping out at different places; a story about twins helping their community

Writing: A re ective journal entry on the impact of your town or city on the environment

Listening: A conversation about issues affecting cities and towns.

Speaking: Discussing a solution for a problem in your town or city

Language: The past simple and the past continuous; the past continuous with *when* and *while*

Objectives: By the end of this lesson, students will be able to:

- Learn vocabulary for places in and features of a town
- Read and understand a web article about city planning
- Skim a text for the main idea

Teaching strategies: Discussion –Brainstorming – Co-operative groups- pair work.

Values / Life skills : Collaboration: developing creative ideas as a team.

Teaching resources/ aids : SB , audio files and flash cards for the countryside.

Review : Did you enjoy your mid-year holiday ? What did you do then ?

Warm Up : Would you like to spend your vacation in the countryside? **Time:….. ms**

Presentation

New Vocabulary : leader, population , provide,countryside,construction **Time:…..ms**

Skills : Skim reading a text for the main idea.

Practice

Time: ….. ms.

SB Ex 1 : Work in pairs. Match the words in bold in the sentences 1-6 to the pictures (a-f).

SB Ex 2 : Listen and repeat.

SB Ex 3 : Read the article. Choose the main idea.

SB Ex 4 : Now listen and complete the text using the words in bold from Exercise 1.

SB Ex 5 : Read the sentences and circle *T* (true) or *F* (false). Correct the false sentences.

Feed back and consolidation : City planning helps city leaders decide how to use the facilities. **T / F**

Home Assignment: Write a paragraph about " City planning ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lesson : 2** **SB page : 18-19**

Total Time : ….. **ms.**

Objectives: By the end of this lesson, students will be able to:

- Read and understand blog posts about helping out.
- Use the past simple and past continuous.

Teaching strategies: Brainstorming – pair work - discussion.

Values / Life skills : Respect and co-operation.

Teaching resources/ aids : SB , audio files and flash cards for a blog post.

Review : What about spending your vacation in the countryside?

Warm Up : Tell us about your volunteering experience! **Time:….. ms**

Presentation

New Vocabulary : playful - enclosure – hiking path – artifacts – protect. **Time:…..ms**

New Structure : Past simple or past continuous? **Time:….. ms**

- It was last Saturday morning and it was raining…
- We went to the mall and bought a present for our mom's birthday, then we came home.
- I was watching the match at 7 yesterday.

Skills : Blog posts:Volunteering

Practice

Time: ….. ms.

SB Ex 1 : Read and listen to three blog posts about students helping out at different places. Match who or what they helped (1-3) to the blog posts (a-c).

SB Ex 2 : Read the blog posts again and the sentences below. Write the correct names:Elias, Lamees, or Alex.

SB Ex 3 : Work in pairs. Which place from Exercise 1 would you like to volunteer in?

SB Ex 4 : Read the *Language box* and complete the examples with the correct form of the verbs from the blog posts.

SB Ex 5 : Correct the underlined mistakes in sentences. Write the correct sentences in notebook.

SB Ex 6 : Work in pairs. Take turns to ask questions about your volunteer experiences, or a day out at the zoo, a museum, or a park. Remember to use the past simple and the past continuous.

Feed back and consolidation : I …. (**watch**) movies on TV all day yesterday.

Home Assignment: Write a paragraph about " The last time you volunteered. ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lesson : 3** **SB page : 20-21**

Total Time : ….. ms.

Objectives: By the end of these lessons, students will be able to:

- Learn about issues affecting cities and towns.
- Present a proposal for a solution.
- Collaboration: develop creative ideas as a team.

Teaching strategies: problem solving skill – Brainstorming – Pair work.

Values / Life skills : Collaboration:developing creative ideas as a team.

Teaching resources/ aids : SB, audio files and flash cards for the brain.

Review : What do you think of cities planning?

Warm Up : - What problem does population growth cause? **Time:… ms**

Presentation

New Vocabulary : bother- sidewalk - outdated – subway stations - teens. **Time:…. ms**

Skills : Presenting solutions to problems as a group.

Practice

Time: ….. ms.

SB Ex 1 : Read and listen to the dialog. Check the issues that Shorouk and Farida mention.

SB Ex 2 : Read the dialog again and answer the questions.

SB Ex 3 : Read the box on *Working creatively in a group*, then put the ow chart in the correct order.

SB Ex 4 : Read and listen to the article about the brain, then underline these numbers. What do these numbers mean?

SB Ex 5 : Match the bold words in the reading text to the defnitions (1–5)..

SB Ex 6 : Read the *Life skills* box. Then work in pairs.Discuss what tells you if a statement is a fact or an opinion.

Feed back and consolidation : What problem do Farida and Shorouk share?

Home Assignment: Write a paragraph about " public transportation solutions ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lessons : 4** **SB page : 22-23**

Total Time : ..... **ms.**

Objectives: By the end of these lessons, students will be able to:

- Listen for specific information
- Use the past continuous with when and while

Teaching strategies: Discussion –Brainstorming – Pairwork.

Values / Life skills : Respect and co-operation.

Teaching resources/ aids : SB, audio files and flash cards for your city.

Review : Think of a solution for your town or city.?

Warm Up : Look at the photo and the lesson title and decide what you think the conversation will be about. **Time:.... ms**

Presentation

New Structure : the past continuous with *when* and *while* **Time:... ms**

- ***While*** I was watching the birds, they suddenly ew away.
- We were watching a movie ***when*** the internet stopped working.

Skills : Listening for specific information.

Practice

Time: 27 ms.

SB Ex 1 : Listen to the conversation. Look at the photo and the lesson title and decide what you think the conversation will be about.

SB Ex 2 : Listen and check your answer to Exercise 1.

SB Ex 3 : Read the sentences below and decide what kind of word (noun, verb, or adjective) is missing. Can you guess the word?

SB Ex 4 : Listen and check your answers to Exercise 3.

SB Ex 5 : Complete the sentences with *when* or *while*. Listen and check.Which sentence has a comma?

SB Ex 6 : Think of two more questions to ask the market stall owner. Take turns to be the interviewer and the market stall owner.

Feed back and consolidation : While we were waiting for the bus ……***Complete***

Home Assignment: Write a paragraph about " An issue affects your city ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lessons : 5** **SB page : 24-25**

Total Time :..... ms.

Objectives: By the end of these lessons, students will be able to:

- Read and understand a re ective journal entry about a girl and her grandmother's African traditions
- Predict the topic of a text from a photo

Teaching strategies: Brainstorming – Co-operative learning.

Values / Life skills : Respect and Critical thinking

Teaching resources/ aids : SB , audio files and flash cards for a park.

Review : What were you doing yesterday evening?

Warm Up : Look at the photo , what can you see ? **Time:...ms**

Presentation

New Vocabulary : excitement – swings – fascinated – process – contribute. **Time:.... Ms**

Skills : Using context to work out the meaning of new words.

Practice

Time: .... ms.

SB Ex 1 : Work in pairs. What were you doing last weekend on Saturday morning?

SB Ex 2 : Read and listen to the story. Check ( ) the best title for the story.

SB Ex 3 : Read and listen again. Answer the questions.

SB Ex 4 : Choose the correct defnition for each word in bold from the story. Use the context of the sentence in the story to help you.

Feed back and consolidation : What does “under construction” mean in the second paragraph?

Home Assignment: Write a paragraph about " A day out ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,

Date				
Period				
Class				

New life in old cities

Unit : 8 **Lessons : 6** **SB page : 26-27**

Total Time :.... ms.

Objectives: By the end of these lessons, students will be able to:

- Write a re ective journal entry on the impact of your town or city on the environment.
- Use too much/many, so much/many, and not enough for emphasis.

Teaching strategies: Brainstorming – pair work - Discussion .

Values / Life skills : Respect and problem-solving .

Teaching resources/ aids : SB , audio files – a flash card of a journal entry post.

Review : How did the twins feel after painting the benches?

Warm Up : What do you think should happen in your town / city in the future? **Time:... ms**

Presentation

New Vocabulary : peaceful – anymore– population – specially . **Time:..... ms**

New Structure : Using so much/many, too much/many, and not enough to add emphasis **Time:.... ms**

There are ***not enough*** trees for the birds to live in.
There's ***too much*** pollution and ***too many*** buildings.

Skills : *A re ective journal: Nabila's journa.*

Practice

Time: ..... ms.

SB Ex 1 : Read the Nabila's journal entry post.Check ( ) the reason for her entry.

SB Ex 2 : Read the journal again. Answer the questions.

SB Ex 3 : Find and underline one phrase for feelings and phrases for re ection in a journal entry.

SB Ex 4 : Read the Writing tip. Then fnd and circle examples of so much / many, too much / many, and not enough in the journal.

SB Ex 5 : Plan your re ective journal. Answer the questions to help you plan.

Feed back and consolidation: What was different about your town / city in the past?

Home Assignment: Write a paragraph about " The importance of city planning ".

Evaluation

My lesson objectives : ☐ have been achieved ☐ haven't been achieved)

My students were : ☐ very involved ☐ involved ☐ not involved)

Teacher's signature, Supervisor's signature, Principal's signature,